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ABSTRACT

This information packet contains sections from a high school advisor/advisee handbook and the accompanying student planning guide. The introduction explains the roles and responsibilities of advisors, lists four goals of the advisement program, and lists three areas of focus of the program: (1) self-awareness; (2) career awareness; and (3) school awareness. Three objectives for the 1986-87 school year are also given. The structure of the 1985-86 advisement program is outlined briefly and responsibilities of program directors, the facilitator activity group, and the advisory teams are listed. Sections on questions and answers, advisement outcomes for students, a description of advisor qualities, and the role of the counselor illustrate the general thrust of the program. A student planning guide to help students plan their high school courses around their eventual career goals is included and requirements for five different high school pathways (honors, college, liberal arts, vocational/occupational, and general) are presented in table form. Also included are a list of ideal characteristics of an advisement program and a list of advisement resources. (NRB)

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1985-1986

ADVISOR/ ADVISEE HANDBOOK

ROUND LAKE SENIOR HIGH SCHOOL
800 North High School Drive
Round Lake, Illinois 60073

- INFORMATION PACKET ONLY -

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ROUND LAKE HIGH SCHOOL

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ADVISOR/ADVISEE HANDBOOK

1985-86

Table of Contents

1. Handbook*

2. Activities

3. Testing Information

4. Post High School Information

5. Lake County Area Vocational Center

6. Curriculum Guide

7. Student Planning Guide*

* This information packet contains parts of these sections.

1985-86 ADVISOR/ADVISEE PROGRAM

INTRODUCTION

For 1985-86, Round Lake Senior High School will be implementing an individualized Advisement Program. Advisors will be expected to meet with their advisees individually a minimum of once per quarter. All meetings will be held in the Advisement Center. Advisors are expected to be in the Advisement Center during assigned times whether or not they are meeting with advisees. This time will also be utilized for Advisory Team meetings.

Advisory Teams will be centered around time scheduled for Advisement, rather than around class level assignments. For instance, advisors assigned to first hour on Monday, Wednesday and Friday will be assigned to one team. Advisors assigned to first hour on Tuesday and Thursday will constitute another. Advisory teams will be expected to meet once per month and submit a brief, written report of the meeting to Mrs. Pergander or Mrs. Harnagel. Areas of focus for the meetings could be concerns, ideas for future directions for individual advisement sessions, and/or evaluation of the Advisement Program. Advisory teams may also request a meeting with the Project Directors for clarification of expectations or may want to ask one of the counselors to meet with the Team to discuss program planning, college information, and other areas. Each Advisory Team will be asked to designate one representative to act as a Facilitator and meet with the Facilitator Group the second Wednesday of the month after school in the Advisement Center for feedback and planning.

Each advisor should establish a personal goal for advisement. The over-all goals for the program will remain the same:

1. To establish one-to-one relationships between students and staff members.
2. To improve school climate and student participation in activities through increased communication and encouragement.
3. To increase involvement of advisors in program planning.
4. To develop advisor skills related to the three areas of focus.

The three areas of focus are:

1. Self-Awareness
2. Career Awareness through program planning and career exploration.
3. School Awareness

These areas are covered through the suggested activities listed on the Individual Advisor Folder and clarified in the remainder of this Handbook.

The over-all focus for the Program will be: Personal Resources and Interaction for Direction and Encouragement (P.R.I.D.E.).

OBJECTIVES FOR 1986-87

1. Continue with individual advisement.
2. Increase the Resources available in the Advisement Center for use with advisees.
3. Establish "Time-Outs" (periodic group meetings to meet institutional needs. These would be held on a small group basis).

ROUND LAKE SENIOR HIGH SCHOOL

Structure of 1985-86
Advisor/Advisee Program

PROGRAM DIRECTORS - Ardis and Barb

1. Oversee program
2. Run Facilitator meetings
3. Establish calendar and activities
4. Develop Advisor Handbook
5. Implement suggestions made at monthly Facilitator meetings
6. Plan inservice programs to augment advisor skills in advisement
7. Assign new students to advisor and maintain current advisor lists/Revise lists at end of school year .
8. Monitor individual advisement segments of program at the end of each quarter
9. Coordinate advisement activities with normal school schedule and activities

FACILITATOR ACTIVITY GROUP (To be selected by Blue and Gold Advisory Teams)

1. Conduct monthly meetings with advisory teams to gather input and communicate information
2. Meet monthly with program directors to facilitate communication
3. Offer suggestions for activities
4. Periodically review advisors record keeping

BLUE AND GOLD ADVISORY TEAMS

1. Meet with each advisee individually at least once per quarter
2. Attend monthly advisory meetings and provide input for changing and modifying program .
3. Contact parents of all advisees to explain program
4. Submit requested information and completed forms to appropriate person in timely fashion

QUESTIONS AND ANSWERS ON ADVISEMENT

Since I'm not trained to do this, why me?

Advisement is based on the "Helping" principle. Any adult who is willing can listen when a student needs to talk, and any teacher can help students make educational plans. Most importantly, the overall success of the program will flow from the role of the advisor within the system rather than from technical skills that a particular advisor may or may not have.

How will I get advisees?

Advisees will be assigned. New students will be assigned by class.

What if I goof up and a student doesn't graduate?

You aren't responsible. Counselors will still maintain the official records and credit checks.

What is my role in scheduling students for classes?

You will not be scheduling students. You will help students identify future goals and make appropriate program planning decisions.

Will I get some help?

Yes, there will be inservice time provided. In addition, you will be a member of a class advisory team. We can help each other.

How many advisees will I have?

Usually no more than 25.

What are we supposed to do?

1. Get to know each advisee on an individual basis.
2. Assist each advisee in planning a learning program based upon individual goals, needs, and interests.
3. Assist each advisee in maintaining an unofficial record of his/her school program and status in meeting graduation requirements.
4. Become knowledgeable of the total school program and how each advisee can gain the greatest benefit from it.
5. Help each advisee to assess him/herself to develop an understanding of his/her strengths, weaknesses, and goals.
6. Help maintain positive home/school communication.
7. Plan with advisees for their post-high school experiences.

What happens if someone is a bad advisor?

Every staff member has the potential for being a good advisor with training, experience and team support.

What do I do with student personal problems?

Advisors are not expected to be counselors. Advisors will discuss student's personal problems with the appropriate counselor. (Jordan - B, E, L-Q, Schroeder - C, D, F-K, Harnagel - A, R-Z, Special Education - Mrs. Nemecek.) Remember information that you receive on students is confidential and should only be shared with appropriate persons.

QUESTIONS AND ANSWERS ON ADVISEMENT (continued)

What do we get out of it?

It is personally rewarding to know students well; an opportunity staff members do not have now. Being an advisor can give you additional insight in working with students. Another reward is increased mutual respect and cooperation.

What about my evaluation?

You will be evaluated on your willingness to be an advisor and to maintain program expectations, until the staff as a whole acquires the skills it needs. Staff involvement in the advisement program will be evaluated under Sections V (Professional Relationships and Communication) and VI (Compliance with District/Building Policies) of the teacher evaluation instrument.*

What will we do if the program doesn't work?

We'll try to identify the source of difficulty and adjust the program until it suits us.

*Staff will be required to return all forms and information requested by the date specified. If the form or information does not apply to an individual staff member, the staff member will still be required to return the form with the notation that the information requested was not-applicable.

FOURTEEN ADVISEMENT OUTCOMES FOR STUDENTS

1. Students will feel that the school has a personal concern for them as individuals.
2. Students will be encouraged to evaluate their goals and themselves.
3. Students will see greater relevance in the courses they take as a result of a thorough process of program planning.
4. Students will benefit from a more carefully and clearly articulated curriculum.
5. Students will become goal-directed and purposeful in their school behavior.
6. Students will be encouraged to explore various subject areas.
7. Students will have increased opportunities at school to explore career interests and attitudes in preparation for employment.
8. Students will have a way to express their unique educational needs.
9. Respect between students and staff members will increase as relationships are formed outside of a classroom setting.
10. Students will be able to establish a relationship with a staff member to whom they feel they can turn for direction when they have a problem.
11. Students will have more opportunities and show more willingness to share their concerns about Round Lake Senior High School.
12. Students will increase their participation in school activities.
13. Students will develop a broader school perspective; respect among students will improve.
14. Students will have increased opportunities to assume responsibility.

In summary, by becoming involved in the Advisement Program, students at Round Lake Senior High School will find a purpose in their education, in the courses they take, and in their participation in school activities. They will have a goal to reach by the time they receive their diploma and, hopefully, will have made realistic plans for their respective futures.

BEST COPY AVAILABLE

AN ADVISOR IS:

....someone who cares.
....someone who accepts the student for what he/she is.
....someone who knows what the school has to offer.
....someone who can help a student match what he/she has with what school has to offer.
....someone who listens to a student talk.
....someone who helps the school change to accomodate student needs.

ROLE OF THE COUNSELORS

Counselors will continue:

1. individual counseling
2. crisis-intervention counseling
3. student scheduling
4. college and vocational information
5. financial aid assistance
6. referral for special education services
7. referral to community agencies
8. orientation and follow-up on new students
9. individual and school-wide testing
10. facilitation of parent/school communication
11. support services for advisors

Counselors will inform advisors of individual advisee schedule changes.

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ADVISOR/ADVISEE HANDBOOK

1985-86

List of Activites Included in the Handbook

Get Aquainted Interview

Student Information Sheet

Four-Year Plan

Goal Setting

The Process of Goal Setting

Decision Making Model

Individual Goal Setting Worksheet

The Exit Interview

Extra-Curricular Activities

Work Habits

Suggestions for 3rd Quarter Interview

My Personal Preference About the Work Situation

Considering Careers

Facts About Jobs

Interviewing for a Job

How to Locate a Job

Completing a Job Application Form

Senior Checklist

ROUND LAKE SENIOR HIGH SCHOOL
STUDENT PLANNING GUIDE

INTRODUCTION

The following Student Planning Guide has been compiled to help you, the student, plan your high school courses in such a way as to lead you to your career goal. This Guide should be used by you in conjunction with your parents, advisor, and counselor.

The following sections are included in the Guide:

I. Pathways - Round Lake Senior High School has established five Pathways which students may follow during their four years in high school. Students completing a Pathway will be given a letter certifying the completion of the Pathway at the same time diplomas are issued.

II. Career Clusters - Beginning with the class of 1988, all students will be taking the Career Occupational Preference Survey and The Career Ability Placement Survey. The results of these surveys will be used in future planning. The Career Clusters are taken from the Surveys. A brief description of each Cluster is given.

III. Sample Careers - Sample careers are related to subject matter areas and individual subjects offered in school. Students who have an interest or aptitude in particular subject matter area are encouraged to explore careers listed as well as other careers listed in the CAPS and COPS Profiles.

IV. Sample Four-Year Plans - All students will be developing a four-year plan with the help of their advisor and counselor. The four-year plan will assure that students take courses needed for their future educational/ career goals and to fulfill the requirements for their selected Pathway. The samples will give students an idea of how to plan for the future and for their four-years of high school.

V. Additional Resources - The list of additional resources may be used by students to find more information concerning careers and requirements for entering careers. Additional resources are available through the Guidance Office.

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PATHWAYS REQUIREMENTS
Listed by Credits Required
(Each semester course is worth 1/2 credit)

Class of 1990

	Honors	College	Liberal Arts	Vocational/ Occupational	General
English	4	4	4	3	3
Foreign Language	2	2* or Art or Music			
Mathematics	3	3	2	2	2
Science	3*	3*	2	1	1
	*Not to include Freshman Life or Physical Science				
Social Studies	3	3	2	2	2
Consumer Education	1/2	1/2	1/2	1/2	1/2
Physical Ed. Driver Ed. Health	4	4	4	4	4
	(or verified exemption)				
Elective Credits Required for Certification			5 1/2	3	
Total Credits for Certification	19 1/2	19 1/2	20	15 1/2	12 1/2
Additional Redits to Meet Graduation Requirements	1 1/2	2 1/2	2	6 1/2	9 1/2
Attendance (Subject to Review)	95%	95%	95%	95%	95%
	(Approx. - 10 excused absences/year)				
Cummulative G.P.A.	3.5	3.0	2.5	2.0	2.0
Other	4 Yr. Sequence. Top 15%. AP Exam to qualify for College Credit. Recommend Keyboarding.		Elective Block: 5 1/2 Credits	3.0 G.P.A. in Elective Block Member of Occ. Organization	Attitude Inventory Dean Review for Citizenship

ROUND LAKE SENIOR HIGH SCHOOL

"Ideal Characteristics of an Advisement Program"

1. Long term advocacy relationships between advisor and advisee.
2. Positive parent contact.
3. Inservice provisions - Initial, ongoing, renewal.
4. Process for developing decision making skills in students.
5. Process for feedback into system.
6. Teacher involvement in development of the program.
7. Counselors acting as consultants to teachers.
8. Established short and long range goals and objectives which are understood and subscribed to by professional staff.
9. Provision for exploration of career information.
10. Time frame commensurate with the goals and objectives of the program.
11. Materials which were developed or adapted based on goals and objectives of the program.
12. Central office and Board of Education understanding and support of the goals and objectives of the program.
13. Provision for student choice of advisor and for limited opportunity for change in advisor assignment (activated by either the teacher or the student).
14. Adequate planning and preparation time prior to program implementation.
15. An organizational structure which encourages collegial support.

Source: Adapted from Ferguson-Florissant materials.

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Advisement Resources (Publishers)
1985-86

Books, Pamphlets

1. Occupational Outlook Handbook (U.S. Department of Labor)
2. Dictionary of Occupational Titles (U.S. Department of Labor)
3. Chronicle Guidance File (Chronicle Guidance)
4. Financial Aid: Need a Lift (American Legion)
   College Money Handbook (Peterson's)
5. Peterson's It's Your Future (Peterson's)

Computer Programs

1. MCCVIS - College and Occupational Information (WAVE)
2. Computerized Career Assessment and Planning Program - CCAPP (Jefferson)
3. College Directions - 2 year (Jefferson)
4. College Directions - 4 year (Jefferson)
5. Scholarships today - Modules 1 and 2 (Jefferson)
6. Graduation Dilemna (Career Development Software, Inc.)
7. Micro Art of Interviewing (Career Development Software, Inc.)

Paper and Pencil Tasks

1. Career Occupational Preference Survey - COPS (EDITS)
2. Career Ability Placement Survey - CAPS (EDITS)
3. Work Situation Checklist (McKnight)
4. Work Attitude Checklist (McKnight)
5. Work Activites Checklist (McKnight)